Iowa Department of Education

School and District Guide to DLM Results
2016-17 School Year

Dynamic Learning Maps® (DLM®) is a system of alternate assessments for students with the most significant cognitive disabilities. Students show their performance on English language arts, mathematics, and science (in states that administer DLM science assessments) content standards called Essential Elements. This guide explains the individual student score reports and group results provided by the DLM Consortium. This guide is designed for local administrators such as principals and superintendents.

For questions about school and state accountability, please contact your district or your state department of education.

Reports Provided by Dynamic Learning Maps

Each student score report includes a Performance Profile and a Learning Profile. There are also several group reports, including Class, School, District, and State Results.

How Scores Are Calculated

DLM results are not based on raw or scale scores; all results are calculated using an approach called diagnostic classification modeling. This approach determines whether the student showed mastery of specific skills. Based on the evidence from the DLM assessments, the student either mastered or did not master the skill. For each Essential Element tested, a student may master up to five skills at different levels, called linkage levels. The student's overall performance in the subject is based upon the number of linkage levels mastered across the tested Essential Elements. This performance is reported using the four performance levels chosen by the consortium:

- The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching** the target.
- The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
- The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Each state determines how the DLM performance levels translate into its own definitions of proficiency for accountability purposes.

Individual Student Score Reports

Individual student score reports have two parts: (1) the Learning Profile, which reports specific skills mastered for each tested Essential Element, and (2) the Performance Profile, which summarizes skill mastery for each conceptual area and for the subject overall. There is one score report per student per subject.

Learning Profile

The Learning Profile shows one row for each Essential Element in that subject. For every Essential Element, there are skills at five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target and Successor. These levels are shown in columns. The target level represents the grade-level expectation for all students with significant cognitive disabilities.

Each student is assessed on one or more linkage levels for each Essential Element on the blueprint. Students are not assessed at every level for every Essential Element.

On the Learning Profile below, green shading shows skills that were mastered, and blue shows skills that were attempted but not mastered. Light gray shading shows skills that were not tested.

Individual Student Year-End Report
Learning Profile 2016-17

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LEARNING MAPS

REPORT DATE: 01-26-2017
SUBJECT: English language arts
GRADE: 12

NAME: Student DLM
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT ID: 800805301
STATE: DLM State
STATE ID: 655932

Student's performance in 12th grade English language arts Essential Elements is summarized below. This information is based on all of the DLM tests Student took during the 2016-17 school year. Grade 12 had 19 Essential Elements in 4 Conceptual Areas available for instruction during the 2016-17 school year. The minimum required number of Essential Elements for testing in 12th grade was 7. Student was tested on 12 Essential Elements in 4 of the 4 Conceptual Areas.

In order to master an Essential Element, a student must master a series of skills leading up to the specific skill identified in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade level expectations.

Green shading shows levels mastered this year. Blue shading shows Essential Elements with no evidence of mastery. Gray shading indicates the Essential Element was not assessed this year.

| Area | Essential Element | Level Mastery | | | | |
		1	2	3	4 (Target)	5
ELA.C1.2	ELA.RL.11-12.1	Identify concrete details in a familiar story	Identify details that answer explicit questions	Determine a narrative's explicit meaning	Analyze and cite evidence for the explicit and implicit meaning of a story	Cite strong textual evidence
ELA.C1.2	ELA.RL.11-12.2	Identify actions in familiar routines	Identify the theme of a familiar text	Identify events relevant to the theme or central idea	Recount main events related to the theme	Analyze the theme development in a story
ELA.C1.3	ELA.RL.11-12.3	Draw conclusions from category knowledge	Identify characters, setting, and major events	Determine how a character changes or develops	Identify character, setting, and event changes	Describe the plot and character development

Levels mastered this year   No evidence of mastery on this Essential Element   Essential Element not tested   Page 1 of 4

Performance Profile

The Performance Profile provides a report of the student's performance across Essential Elements on each content area blueprint. The total number of skills that must be mastered to reach a certain performance level was determined at the consortium level by a group of educators from the consortium states, including content experts and experts in teaching students with significant cognitive disabilities. There is no exact correspondence between mastering a particular linkage level on a specific Essential Element and an overall performance level in the subject.

The Performance Profile below shows the student's mastery of skills for groups of related Essential Elements. The bar graphs show student mastery of skills for claims or conceptual areas.

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REPORT DATE: 09-25-2016
YEAR: 2015 — 16

Individual Student Year-End Report
Performance Profile

DYNAMIC® LEARNING MAPS

NAME: Susie Smith
SUBJECT: English Language Arts
SCHOOL: DLM School

DISTRICT: 1234
DISTRICT: DLM District name

STATE: Kansas
GRADE: 3
STATE ID: 999999

Overall Results

Students in Grade 3 English Language Arts are expected to be administered assessments covering 40 skills for 8 Essential Elements. Susie mastered 12 skills during the year. Overall, Susie's mastery of English Language Arts fell into the second of four performance categories: **approaching the target**. The specific skills Susie has and has not mastered can be found in Susie's Learning Profile.

emerging   approaching the target   at target   advanced

EMERGING: The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

APPROACHING TARGET: The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.

AT TARGET: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.

ADVANCED: The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

A student who has achieved at the **approaching the target** performance level has typically shown that he or she can recognize details, ideas, and supporting points made by the author, understand vocabulary, identifies feelings and recognizes text structure when reading Literature and Informational text.

The student recognizes details, ideas, and supporting points made by the author by:
- Retelling concrete details
- Answering who, what, when, where, and why questions

The student demonstrates and understanding of vocabulary by:
- Understanding definitions for unambiguous words in texts

The student identifies feelings by:
- Relating character feelings and actions

The student recognizes text structure by:
- Comparing two texts
- Using text features to locate information
- Recognizing the beginning and end of unfamiliar texts

When writing, the student:
- Selects an informational topic
- Finds information in resources to support the topic
- Writes using complete thoughts

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REPORT DATE: 09-25-2016
YEAR: 2015 — 16

Individual Student Year-End Report
Performance Profile

DYNAMIC® LEARNING MAPS

NAME: Susie Smith
SUBJECT: English Language Arts
SCHOOL: DLM School

DISTRICT: 1234
DISTRICT: DLM District name

STATE: Kansas
GRADE: 3
STATE ID: 999999

Performance Profile Continued

Conceptual Areas

Determining critical elements of text — 43% — *Susie mastered 17 of 40 skills*

Integrating ideas and information from text — 40% — *Susie mastered 4 of 10 skills*

Constructing understandings of text — 28% — *Susie mastered 7 of 25 skills*

Using writing to communicate — 40% — *Susie mastered 4 of 10 skills*

More information about Susie's performance on each Essential Element, that make up the Conceptual Areas, is located in the Learning Profile.

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Hints for Interpreting the Learning and Performance Profiles

- Remember that the judgment of mastery is based on what the student demonstrated on the DLM assessments. A student may have demonstrated a similar skill during instruction but not demonstrated the skill during a DLM assessment.
- The assessment measures where students are with regard to the grade-level target. Not all students will perform at the target level, and that is to be expected.

- The number of skills mastered does not mean that a student answered a certain percent of items correctly.
- The amount of white space on the Learning Profile does not necessarily reflect a lack of instruction. The DLM assessment is designed so students may be instructed at a linkage level that is an appropriate level of challenge for them.
- Not all Essential Elements are tested during the assessment. Students may have completed the required assessment blueprint and not have been tested on all the Essential Elements available.
- Students with the most significant cognitive disabilities have a variety of educational goals. Academics are one part of their educational program. Teachers provide instruction beyond what is reflected in the student's DLM profile, including other academics, functional skills, and other priorities identified in the Individualized Education Program (IEP).

You may use these results to support teachers by:
- helping them consider how the results can be used and the limitations of the data,
- identifying areas of needed professional development to strengthen instruction,
- identifying areas of academic skills where instruction may be focused, and
- reflecting on how a student's overall performance informs the IEP.

Class and School Level Results

The Class Results report lists individual students with the number of Essential Elements tested, number of linkage levels mastered, and their final performance level.

Each school receives Class Results reports for every teacher with students who participated in the DLM alternate assessment. The students are arranged alphabetically by grade level.

End of Year Report
Class Results 2016-17

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LEARNING MAPS

TEACHER NAME: Janice Walker
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT ID: 1234
STATE: DLM State
STATE ID: 1234567

Student Name	Grade	Subject	EEs Tested	EEs at or above Target	Skills Mastered	Achievement Level
Sigler, Alice	6	ELA	16	12	47	At Target
		Math	11	5	37	Approaching Target
		Science	9	3	9	Approaching Target
Sims, John	6	ELA	16	14	70	Advanced
		Math	11	8	30	At Target
		Science	9	7	21	Advanced
Daly, Joy	8	ELA	17	4	42	Emerging
		Math	15	2	33	Emerging

Achievement Levels

The student demonstrates *emerging* understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is *approaching the target*.

The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is *at target*.

The student demonstrates *advanced* understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

The School Results report contains the same information as the Class Results report along with the teacher for each student added in an additional column. Records for the entire school are organized by grade, and then by teacher and student in alphabetical order.

Hints for Interpreting the Class and School Results

- Students appear in the School Results based on the roster and school where they were assessed. This may not be the same school where they are counted for accountability purposes.
- If a student was on more than one roster, the student appears once for each roster.
- If a student was enrolled in DLM assessments but did not complete any portion of the assessment, the student is not included in these results.
- If a student record was invalidated during the state's two-week review window, the student is not included in these results.
- Remember that the judgment of skill mastery is based on what the student demonstrated on the Dynamic Learning Maps assessments. A student may have demonstrated a similar skill during instruction but not demonstrated the skill during a DLM assessment.
- The assessment measures where students are with regard to the grade-level target. Not all students perform at the Target level, and that is to be expected.
- These results only provide a summary of overall performance in the grade/subject. More useful information for instructional planning is located in each student's individual student score report.

District and State Level Results

The District Results report provides one table for each subject: one for English language arts, one for mathematics, and one for science (in states that administer DLM science assessments). Each table contains a row that shows the number of students tested at each grade level and the number of those who were at each performance level in the subject. The last column indicates percent of students at the Target or Advanced levels.

REPORT DATE: 06-10-2017

End of Year Report
District Results 2016-17

DYNAMIC™
LEARNING MAPS

DISTRICT: DLM District

DISTRICT ID: 1234
STATE: DLM State
STATE ID: 1234567

Grade	Subject	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	ELA	22	15	3	4	0	18%
	Math	22	15	3	4	0	18%
4	ELA	26	12	7	5	2	27%
	Math	26	14	6	4	2	23%
	Science	25	13	8	2	2	16%
5	ELA	27	8	11	5	3	30%
	Math	27	11	10	4	2	22%
6	ELA	26	10	9	5	2	27%
	Math	25	11	12	2	0	8%
	Science	25	11	11	1	2	12%
7	ELA	30	11	8	9	2	37%
	Math	30	10	9	9	2	37%
8	ELA	32	9	12	10	1	34%
	Math	32	10	10	8	4	38%
11	ELA	35	16	6	9	4	37%
	Math	36	19	10	7	0	19%
	Science	33	16	9	6	2	24%

The State Results report has the same formatting and provides the same type of information for all student records in the state.

Hints for Interpreting Final District and State Results

- Student results are reported for the district where they were assessed. This may not be the same district where they are counted for accountability purposes.
- If a student was enrolled in more than one district, the student appears once in each District Results report and is counted twice in State Results report.
- If a student was enrolled in DLM assessments but did not complete any portion of the assessment, the student is not included in these results.
- If a student record was invalidated during the state's two-week review window, the student is not included in these results.
- These reports provide a high-level summary of all students at the district or state level. More useful information for instructional planning is located in each student's individual student score report.

- The assessment measures where students are with regard to the grade-level target. Not all students perform at the target level, and that is to be expected.

How Reports Are Distributed

Individual student score reports are generated as separate PDF files. There is one PDF per student per subject. Individual student score reports are packaged for delivery in folders, organized by district name, school name, and grade.

Group reports at the Class, School, District, and State level are also generated as PDF files. All subject areas are included in one report.